DOCUMENT RESUME

ED 073 501 CS 500 167

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TITLE An Investigation of Curricular Programs and Procedures for Summer Speech Institutes.
PUB DATE Dec 72
NOTE 20p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (58th, Chicago, December 27-30, 1972)

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS *Cocurricular Activities; College High School Cooperation; Debate; *Secondary Grades; *Speech Instruction; Speech Skills; *Summer Institutes; *Summer Programs; Surveys; Theater Arts

ABSTRACT

The results of a survey conducted in 1971-72 to examine the nature and scope of high school speech institutes are discussed. The author examined responses from 52 schools (out of a total of 82 to whom questionnaires had been sent) on such factors as institute dates, financing, events included, staffing, and recruitment. Although 20 different events were listed as being part of at least one institute, debate was the most frequently included event. The institutes were considered self-supporting by 69 percent of the schools, while the remaining 31 percent partially subsidized the institutes. Depending on the length of the institute, most respondents charged between $26 and $75 for tuition. The author concluded that high school summer speech institutes at colleges and universities can prove to be a valuable method for providing speech training for high school students and, at the same time, for attracting students to the institution and to the field of speech communication. (Author/RN)

ED 073501

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AN INVESTIGATION OF CURRICULAR PROGRAMS AND PROCEDURES FOR SUMMER SPEECH INSTITUTES

by

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University of Wisconsin - River Falls

1972

Introduction

Summer speech institutes have been offered by colleges and universities across the United States for many years. These institutes are offered for high school students who are interested in speech activities. The precise activities are as varied as the field of speech itself. They range from theatre to debate to broadcasting. The survey that was undertaken as a part of this study asked colleges and universities which sponsor summer speech institutes to describe their respective programs.[1] Eighty-three schools were contacted in March of 1972. They were asked to complete a questionnaire and return it with a brochure advertising their institute. Those schools that did not respond were contacted again in April. From these eighty-three schools sixty questionnaires were returned. The results reported herein are based on returns from 72.3% of all known high school summer speech institutes. The questionnaire to which they responded follows:

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[1] Alan J. Kennedy, "Directory of Universities and Colleges Conducting Summer High School Forensic Institutes," Journal of the American Forensic Association, VII (Winter, 1970), pp. 21-29, and Allan J. Kennedy, "Directory of Universities and Colleges Conducting Summer High School Speech Communication Institutes - 1971", Journal of the American Forensic Association, VII (Winter, 1971), pp. 224-233

1. Does your program include a summer speech institute for high school students? yes no

2. If not, have you sponsored such an institute in the past? yes no

3. If you did sponsor an institute but discontinued it, what were your reasons for discontinuing it?

4. If you do sponsor an institute, what are the inclusive dates this year?

5. How many years have you sponsored a high school speech institute?

6. What events are included? __debate __oratory __extemp.speaking __prose __poetry __discussion __declamation __ story telling __TV speaking __extemp. reading __ significant speeches __radio __after-dinner __acting __directing __technical theatre __others

7. Which of these events is the most popular? (rank top three) __debate __oratory __extemp. speaking __prose __poetry __discussion __extemp. reading __significant speeches __radio __public address __impromptu __public speaking __journalism __after-dinner __acting __directing __technical theatre __other (specify)

8. Do you limit enrollment? yes no

9. From what distances do these students come?
___0-50 miles ___101-200 miles ___more than 300 miles
___51-100 miles ___201-300 miles

10. Approximately what percentage of your institute participants are from out-of-state? _____

11. Do you award scholarships yes no

12. How much do students pay for:
____tuition ____housing ____meals

13. Does this cover the cost of the institute? yes no

14. If not, approximately what percentage of the cost comes from other sources? _____

15. Who works with these students as instructors and critics? __regular staff __special institute staff __graduate students __undergraduates

16. Do summer undergraduate classes work directly with the high school institute as part of the required class work? yes no

17. Do summer graduate classes work directly with the high school institute as part of the required class work? yes no

18. Approximately what percentage of institute participants have eventually enrolled as undergraduates at your institution? _____

19. Do you feel that institute participants are more likely to enroll as undergraduates at your institution than those who do not participate in such a program? yes no

20. Approximately what percentage of institute participants eventually major in speech at your institution? ____

21. Approximately what percentage of institute participants eventually participate in the forensic program at your institution? ____

22. Approximately what percentage of institute participants eventually participate in theatre activities on your campus? ____

Results

Nine of the schools that responded to the survey have discontinued their summer speech institute. This accounts for 15% of the total response. Two of the schools have discontinued the summer speech institute for lack of enrollment in the institutes; another five discontinued for lack of funds. Two of the institutes were discontinued because the sponsoring college or university itself had closed. Four that discontinued their institute responded to the questionnaire concerning the nature of their program. The remaining fifty-one returns (85%) reported that they were sponsoring an institute during the summer

of 1972.

The length of the institutes range from one to five weeks. Only one institute is one week long. Two-week institutes are most common; twenty-three schools (46%) reported that they host two-week institutes. Three-week institutes are hosted by twelve (24%) of the schools responding. Ten schools sponsored four-week institutes, and four schools host five-week programs.

The number of years these institutions have sponsored institutes is reported in the following table:

Table 1 History

Years	Number	Percent
0-5	16	31
6-10	11	22
11-15	6	12
16-20	8	16
21-25	2	3
26-35	0	0
36-40	5	9
40+	1	2
many	1	2

The variety of events included in high school summer speech institutes is overwhelming. The events and number of institutes which include these events are listed in the following table:

Table 2 Events		
EVENT	NUMBER	PERCENT
debate	51	93
oratory	22	43
extemp. speaking	30	59
prose	20	39
poetry	20	39
discussion	11	22
declamation	3	6
story telling	3	6
TV speaking	10	20
extemp. reading	2	4
significant speech	4	8
radio	10	20
public address	8	16
impromptu	12	24
public speaking	18	35
journalism	4	8
after dinner	2	4
acting	18	35
directing	10	20
technical theatre	15	29

The popularity of these events was ranked by those responding to the survey. Debate is the obvious favorite. Forty schools (83%) reported that debate was the most popular event. Six schools (12.5%) listed acting as being the most popular. Radio speaking and public speaking were also listed as most popular events by one school each.

Schools that sponsor institutes with several events indicated the events which are the next most popular. Extemporaneous speaking was listed by fifteen schools (45%) as being a popular supporting event.

Acting was listed by five schools (15%) as being a second most popular event. Several other events were listed in this category, but they were listed by only one or two schools.

The third most popular event was also listed by those schools including several events in their institutes. Nine schools (30%) listed original oratory as a third most popular event. Extemporaneous speaking and technical theatre were each listed by four schools as third most popular events. Many other events were also listed in this category, but they were listed by only one or two schools.

The significance of these most popular, second most popular, and third most popular events is that combinations of events fit together into an area of emphasis. Debate, extemporaneous speaking and original oratory are apparently the most popular combination in multi-event institutes. Other institutes with the theatre emphasis combine other events, and those with a broadcasting emphasis combine other areas which are distinct. Summer speech institutes are not just debate and forensic institutes; they may also be theatre institutes or broadcasting institutes. The events that correlate with each other will be treated in the section on an is.

Several questions were asked about enrollment. The question concerning the actual enrollment was not included in the survey because that information is available from the Journal of the American Forensic Association. Enrollments range from 24 to 300. The average institute

enrollment is eighty. Schools were asked if they limit enrollment. Thirty-seven schools (70%) indicated that they do limit enrollment. Sixteen schools (30%) do not.

Most institutes attract students from considerable distance. Thirty-three schools (62%) report that they attract students from 300 miles and more to attend their institutes. However, a majority of the institutes attract a majority of their participants from their home state; eight of the institutes (16%) report that they attract over 50% of their enrollment from out-of-state. The remaining forty-five schools responding to the question report that 50% or less come from out-of-state.

The next several questions relate to institute finance. Twenty-seven, exactly 50% of the schools responding to the question on scholarships, reported that they do award scholarships to institute participants. Tuition, housing, meals, and meals and housing for these institutes that group these fees are reported in the following tables:

Table 3 Tuition

Weekly Tuition	No.	Percent	Total Tuition	No.	Percent
$0-9	2	6	$0-25	2	6
$10-19	8	26	$26-50	13	31
$20-29	12	39	$51-75	14	42
$30-39	9	29	$76-100	4	12
			$100+		

Table 4 Housing					
Weekly Housing	No.	Percent	Total Housing	No.	Percent
$0-10	2	12	$0-25	6	30
$11-15	6	38	$26-50	12	60
$16-20	6	38	$51-75	1	5
$21-25	1	6	$76-100	1	5
$26-30	1	6			

Table 5 Meals					
Weekly Meals	No.	Percent	Total Meals	No.	Percent
$0-15	2	16	$0-25	1	8
$16-20	2	17	$26-30	6	50
$21-25	4	33	$51-75	4	33
$26-30	2	17	$76-100	1	8
$31-35	0	0			
$36-40	2	17			

Table 6 Meals and Housing					
Weekly Meals & Housing	No.	Percent	Total Meals & Housing	No.	Percent
$0-25	1	7	$26-50	2	13
$26-30	3	20	$51-75	4	26
$31-35	5	33	$76-100	5	33
$36-40	4	26	$101-125	2	13
$41-50	1	7	$126-150	1	8
$51-60	1	7	$151-175	1	8

Thirty-five schools (69%) reported that the institutes are self-supporting. Sixteen schools (31%) reported that the institutes are not self-sufficient. Ten of these sixteen schools responded to the question concerning the amount of supplementary support they received. Two schools receive 20% or less support from sources other than the institute. Four schools obtain from 21% to 40% of their institute financing from other sources. Three schools fund the institutes from 41% to 60% with revenues other than those generated by the institutes. One school reported that between 71% and 80% of the institute's support comes from other sources.

Staffing the institute is the subject of the next question. Forty-five (83%) of the institutes are staffed by regular staff members serving as instructors and critics. Thirty-seven (69%) employ special institute staff members. Thirty-eight (70%) utilize graduate students, and twenty-six use undergraduates as instructors and critics.

Many of the institutes have undergraduate and graduate classes work directly with the institutes, but this is the exception rather than the rule. Twelve of fifty-four schools responding to the question have undergraduate classes work directly with the institute. Forty-two of the fifty-four do not. Graduate classes are more frequently involved with the institutes. Fifty-three schools responded to the question; twenty-two have graduate classes working directly with the institute, but thirty-one do not. Therefore, even in the case of graduate classes fewer schools used institutes as teacher-training supplements than use this technique.

The institute directors were asked if they felt that institute participants were more likely to enroll at their institutions as undergraduates. Thirty-two (73%) responded affirmatively; they feel that the institutes are successful recruiting devices for their sponsoring institutions. Twelve (27%) do not see such a benefit coming from their institutes.

Analysis

Five of the nine institutes which were discontinued completed at least part of the questionnaire. There were very few characteristics which distinguish these programs from those that have been maintained. The events included in these discontinued institutes may account for their inability to continue. One was a radio institute. Another was a theatre institute; the remaining three were a combination of many events. The institute which was sponsored at the University of Wisconsin-La Crosse is representative of these three institutes. La Crosse included eleven events in a four-week institute which cost the participants only $40 for tuition.

Many schools sponsoring institutes during the summer of 1972 also include a variety of events. Thirty-nine have two or more events. Twelve have only one event. Those institutes which include more than one event charge a lower tuition than those that include only one. Tuition for multi-event institutes average $23; for single events the average tuition is $27 per week. Multi-event institutes last longer. The average length for multi-event institutes is twenty-one days. The single-event institutes average fourteen days in length. Multi-event institutes are less apt to be self-supporting. 67% of multi-event institutes report that they are self-supporting. 75% of single event institutes are self-supporting.

This may be explained by the fact that single event institutes draw larger enrollments. Single-event institutes had an average enrollment of 65 students as compared with multi-event institutes which have an average enrollment of 55 students. The only single event institutes which responded to the enrollment question were debate institutes.

Another factor which affects cost of an institute is its length. As reported previously multi-event institutes average one week longer than those that include only one event. Enrollment does not appear to be affected by length of the institute. The following table indicates the sporadic correlation between enrollment and length of institute:

Table 7 Enrollment and Length

Weeks	Number of institutes	Average enrollment
1	1	50
2	20	72
3	11	93
4	11	63
5	2	235

Subsequently, it may be seen that event though multi-event institutes charge less and last longer, they don't make up the cost with larger enrollment.

There appears to be a correlation between the number of years an institute has been operating and the size of enrollment. The following

table suggests that the more established institutes draw the larger enrollments:

Table 8 Enrollment and History

Years	Enrollment	Number	Percentage
0-5	30-40	2	14
	41-50	3	21
	51-60	4	28
	61-70	2	14
	71-80	1	7
	100	2	14
6-10	30-40	3	43
	41-50	1	14
	51-60	0	0
	61-70	0	0
	71-80	1	14
	81-90	0	0
	91-100	1	14
	120	1	14
11-15	30-40	1	17
	41-50	2	33
	70	1	17
	100	2	33
16-20	50-60	3	38
	80	1	12
	100	2	25
	150	2	25
21-25	75	1	100
36-40+	30	1	14
	75	1	14
	100	2	33
	270+	2	33

Several events are more frquently included in self-supporting institutes than others. The following table lists events which were included in self-supporting institutes:

Table 9 Self-Supporting Events

Activities	Number	Percentage
debate	32	91
oratory	15	43
extemp. speaking	20	57
prose	10	29
poetry	10	29
discussion	5	14
declamation	2	6
story telling	0	0
TV speaking	7	20
extemp. reading	3	17
significant speech	3	23
radio	7	20
public address	6	17
impromptu	8	23
public speaking	10	29
journalism	2	6
after dinner	1	3
directing	8	23
acting	11	31
technical theatre	8	23

The length of institutes is also a factor in financing these programs. The following table indicates the length of self-supporting institutes:

Table 10 Self-Sufficiency & Length		
Weeks	Number	Percentage
1	0	0
2	18	78
3	9	75
4	5	50
5	2	50

The amount charged for tuition ranges from 0 - $39 per week. The tuition rate which most frequently correlates to self-sufficiency falls in the range of $20-$29 per week. The following table correlates tuition to self-sufficiency:

Table 11 Self-Sufficiency and Tuition		
Tuition per Week	Number	Percentage
$0-9	1	5
$10-19	7	31
$20-29	8	36
$30-39	6	27

Housing and meal costs may also be a factor in self-sufficiency. Therefore, the following table indicates total weekly cost as it correlates with self-sufficiency:

Table 12 Self-Sufficiency & Total Weekly Cost

Cost per Week	Number	Percentage
$30-39	3	12
$40-49	2	8
$50-59	5	21
$60-69	6	25
$70-79	3	12
$80-89	4	17
$90-99	1	4

Conclusion

The trend away from general speech institutes toward the more specialized debate institute may be explained by several of the findings of this survey. The institutes that failed were in three of five cases such multi-event institutes. They have failed for financial reasons.

It becomes rather easy to see why such institutes would have financial difficulty. Multi-event institutes last longer, but they charge a lower tuition. Furthermore, they draw smaller enrollments than debate institutes. Obviously, such programs will not enjoy the financial self-sufficiency of the shorter, better attended single-event institute which collects a larger fee.

Two-week institutes enjoy greater self-sufficiency than either longer or shorter programs. Debate is the most self-supporting event. Enrollment over twenty-four can be self-supporting and the average enrollment of self-supporting single event institutes is fifty-six. Tuition between $20 and $25 per week usually provides for self-sufficiency.

Such programs are staffed in a variety of ways. Most frequently they include regular staff and special institute staff members. They frequently also employ graduate and undergraduate staff. Classes of the regular summer graduate and undergraduate speech program are most often not directly associated with the institutes.

The programs are viewed by their sponsors as being recruiting devices for the sponsoring institutions.

Such a program can be offered at little or no cost to the host institution. It provides a service to the student, to the high school, to the activity and to the host institution.

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